



Responsible Office(s): Office of Academics

BOARD POLICY 6171

LIMITED ENGLISH PROFICIENCY

PURPOSE

The Board of Trustees, through its Core Beliefs, is committed to ensuring all students graduate college-and career-ready, through the consistent application of high-quality instruction, balanced assessment, and a rigorous accountability system. The Board of Trustees is further committed to closing the achievement gap by implementing culturally responsive practices throughout the district, as well as engaging families and the community. The following policy, guiding principles, and practices support these commitments.

The Board of Trustees, consistent with the District Strategic Plan, recognizes that explicit emphasis on language and literacy instruction is an integral part of effective teaching and learning for students that are Limited English Proficient (LEP), and that the academic success of English Language Learners is a responsibility shared by students, educators, the family, and the community. It is important that strategic use of native language be considered an important factor of LEP's success in school. It is vital for LEP students to receive rigorous, explicit, high-quality language instruction while being held to high expectations and standards in order to access content areas.

The Board recognizes that the Department of English Language Learners, in collaboration with the Office of School Performance, will guide schools in implementing and monitoring programs and instruction for Limited English Proficient students. It is the intent of Washoe County School District to provide explicit, high-quality language and literacy instruction to pupils who are Limited English Proficient. Effective instruction is essential in engaging students in both linguistic and academic learning to accomplish the goal of providing quality programs for LEP students, resulting in increased academic achievement. The Washoe County School District has committed to develop English and home language proficiency as well as high levels of academic mastery across the curriculum.

POLICY

1. Guiding Principles

- a. All pupils are provided instruction that enables those pupils to attain proficiency in the English language as soon as possible and improve their overall academic and linguistic achievement and proficiency.
 - b. The Washoe County School District supports the use of research-based strategies and a set of core principles for effective English Language Learner programs to ensure achievement and sustainability and builds bilingualism, biliteracy, and multiculturalism.
 - c. The Washoe County School District systematically uses English Language Learners' languages, cultures, and experiences as the foundation for culturally responsive learning and success across all curricula for 21st Century learning.
 - d. The Washoe County School District has implemented a concept of data-driven accountability for all schools
 - e. Each individual child has a different pace and style of learning. There are many different approaches to instructing English Language Learners in both content, literacy, and English language acquisition that can result in mastery of the subjects, depending on the needs and abilities of a particular student. Children who are Limited English Proficient benefit from instruction that is designed to address the academic and linguistic needs of those children.
 - f. Washoe County School District promotes access to educational opportunities, programs, and high-quality instruction for all students and their families. The District ensures a meaningful community and parent engagement at our schools to provide communities and families with the tools to become advocates for the educational rights of students.
2. Guiding Practices
- a. Ensure the proper identification and placement of Limited English Proficient students, and that all students will have access to effective programs and pathways to succeed academically.
 - b. Promote the simultaneous delivery of language and literacy development and academic content instruction that closes the achievement and access gaps, builds 21st Century skills and capacities, and achieves high levels of parent satisfaction and support.

- c. Ensure that English Language Learners develop full proficiencies in academic and interpersonal English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.
- d. Evaluate English Language Learners with appropriate and valid data-driven assessments that are aligned with federal, state, and local standards in order to improve academic, linguistic, and sociocultural outcomes for English Language Learners.
- e. Provide professional development at all levels of the District, giving all teachers and leaders the skills and knowledge they need to address language acquisition in ELL students.
- f. Build a culture of collaboration in which staff from different departments work together to meet the needs of ELL students.
- g. Offer targeted support services and strong partnerships that ensure families of ELL students are welcomed as full members of the educational community and in the educational decision-making process for students. In addition, the District decisions reflect the voices of ethnically and linguistically diverse parents.
- h. Ensure teachers use a balanced assessment system including diagnostic, formative, interim, and summative language, literacy, and content area assessments provided by the state and the District.

DEFINITIONS

1. LEP (Limited English Proficient): The term is employed by the United States Department of Education to refer to a student learning English and lacking sufficient mastery of the English language to meet state standards and excel in an English-language classroom. Increasingly English Language Learner (ELL) is used to describe this population, because it highlights learning, rather than suggesting that non-native-English-speaking students are deficient.
2. ELL (English Language Learner): The term is employed by Title III as a student age 3 - 21 enrolled in school whose primary or home language is not English and who does not meet proficiency on a state approved language proficiency assessment.
3. Short-term ELLs: Students that are new to the country or have attended U.S. schools for four years or less. Short-term ELLs are typically Limited English Proficient in comprehension/speaking as well as in reading/writing.

4. Long-term ELLs: Students who have had four years or more of formal education in the U.S. Students approach oral fluency criteria in English, but they are not yet proficient in all four domains (reading, writing, speaking, and listening). There may be several factors that may influence an ELL student in becoming a Long-term ELL (transiency, interruption in schooling, ineffective teachers). As a result, Long-term ELLs generally have low academic skills resulting in poor academic performance. For many Long-term ELLs, English is the dominant language.
5. Newcomer (ELL): A new arrival to the country whose primary or home language is not English and who does not meet proficiency criteria on a state approved language proficiency assessment.
6. Incoming (ELL): An out of state student transferring into the district as an ELL. It may also be a student incoming to middle school from elementary school or incoming to high school from middle school.

DESIRED OUTCOMES

1. LEP students acquire full proficiency in English as rapidly and effectively as possible.
2. LEP students meet state standards for academic and language achievement.
3. LEP students increase graduation rates.
4. Every LEP student graduates from high school prepared for the option of enrolling in a two- or four-year college or university and/or ready to pursue a successful career.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This policy reflects the goals of the District's Strategic Plan and is aligned to District initiatives, resources, guidelines, and documents.
2. This policy aligns with Administrative Regulation 6171, Limited English Proficiency.
3. This policy complies with Nevada Revised Statutes (NRS) Chapter 385, State Administrative Organization, and specifically:
 - a. NRS 385.347, Program of accountability for school districts and charter schools; preparation of annual report of accountability by school districts

and sponsors of charter schools; public dissemination of report; notice of availability on Internet.

- b. NRS 385.3587, State accountability report: Pupils who are limited English proficient.
- 4. This policy complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC) Chapter 388, System of Public Instruction, and specifically:
 - a. NRS 388.405, Legislative declaration; duty of State Board to adopt regulations and submit certain evaluations required by federal law.
 - b. NRS 388.407, Board of trustees required to develop policy for instruction to teach English.
 - c. NAC 388.600 – 388.655, Instruction of Certain Pupils Whose Primary Language is Not English
- 5. This policy complies with the following federal regulations:
 - a. Elementary and Secondary Education Act (ESEA), Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Act
 - i. Title III, Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107-110)
 - b. Civil Rights Act of 1964, Title VI, which prohibits discrimination based on race, color, or national origin.

REVIEW AND REPORTING

- 1. This policy shall be reviewed in conjunction with changes to state and federal law.

REVISION HISTORY

Date	Revision	Modification
9/22/1992	1.0	Adopted
4/22/2014	<u>2.0</u>	<u>Revised</u>